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**Student Learning Objective (SLO) Template**

Student Learning Objectives: CSD is employing Student Learning Objectives (SLOs) as one method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester, trimester, or year).

Instructions for using the SLO template

1. The SLO template is designed to create SLOs and must include the information found in the tables provided below.
2. Attach pre-assessment, common formative assessment, and summative assessment measures along with scoring rubrics.
3. Include any additional information as necessary.

|  |  |
| --- | --- |
| **Teacher Information** | |
| Teacher Name |  |
| School Name |  |
| Time Span of Course | 🗆 Year-Long 🗆 Semester 🗆 Trimester |
| Beginning/End Dates |  |
| Initial Review Due Date | Year-long courses: September 5, 2014  1st trimester courses: September 5, 2014  1st semester courses: September 5, 2014  2nd trimester courses: November 21, 2014  2nd semester courses: January 30, 2015  3rd trimester courses: March 6, 2015 |
| Formative Review Due Dates | Year-long courses: October 24, 2014, January 9, 2015, March 20, 2015  1st trimester courses: October 2, 2014  1st semester courses: October 24, 2014  2nd trimester courses: January 8, 2015  2nd semester courses: March 20, 2015  3rd trimester course: April 17, 2015 |
| Final Submission Due Date | 1st trimester courses: November 7, 2014  1st semester courses: January 9, 2015  2nd trimester courses: February 20, 2015  2nd semester courses: May 29, 2015  3rd trimester courses: May 29, 2015  Year-long courses: May 29, 2015 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course/Grade-Level Information** | | | | | | | |
| Course Name | | Library-Media: Databases | | | | | |
| Brief Course Description | | Investigation of database attributes and functions so that students can effectively use the database to complete research assignments. | | | | | |
| Grade Level(s) | | 7th – 12th | | | | | |
| **Process** | | | | | | | |
| Identify who was involved in establishing the SLO (including title and affiliation). | | Barbara Hopkins – District Library Media Specialist- Canyons School District, Marianne Bates – Teacher Librarian – Albion Middle. | | | | | |
| Describe the data that were used to establish the SLO targets and why these data were used. | | Targets are determined by student performance on the post-assessment. The post assessment includes all skills and strategies students need to successfully navigate online databases.  The graphic organizer helps students as they progress through the learning process. | | | | | |
| **Learning Goal:** Describe what students will be able to do at the end of this course based on content standards and curriculum. Learning Goals should be based on the SMART goal framework:  ***Specific, strategic*** *– the Learning Goal is well defined, incorporates the “Big Idea,” and focuses on the Utah Core standards.*  ***Measurable*** *– the Learning Goal can be appropriately assessed in a quantifiable way.*  ***Action oriented*** *– the Learning Goal includes action steps as to what will occur for students to be able to achieve the goal.*  ***Rigorous, realistic, results-focused*** *– the Learning Goal is ambitious, but achievable during the identified course time span.*  ***Time-bound and tracked*** *– the Learning Goal has a timeline in which to assess outcomes and track progress.* | | | | | | | |
| State the Learning Goal (using the SMART goal framework). | | Students will effectively use the databases to find information and evidence to support claims and counter-claims; this will enable them to find reliable and credible information to meet the their research needs. | | | | | |
| Specify all content standards associated with this Learning Goal.  *List all standards that apply and the text of the standards (not just the code).* | | 2.2.a Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.3.1.c Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject-specific references, and scholarly and popular articles.  3.1.d Locate potential textual, visual, media, human, and digital sources to meet the research need.  3.1.b Demonstrate how to navigate library catalogs, web browsers, and databases  4.1.b Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task.  4.2.a Apply critical thinking skills to evaluate and select information in terms of relevance, accuracy, validity, reliability, currency, authority, completeness, format, point-of- view, and timeliness. | | | | | |
| Describe how the Learning Goal requires students to demonstrate **Depth of Knowledge (DOK)** along with skills of the standards and the Learning Goal being measured. | | Understanding how to effectively use a database will help students be savvy, discriminating life-long information users.  With this knowledge students can:  Solve multiple-step problems (DOK 2)  Explain simple concepts or routine procedures (DOK 1)  Gather, analyze, and organize information from multiple sources to address a specific topic (DOK 4)  Develop generalizations of the results obtained or strategies used and apply them to new problem situations (DOK 4) | | | | | |
| **Instruction** | | | | | | | |
| Time span (contact hours) for the SLO (e.g., daily class—45 minutes) | | 1- 50 minute period | | | | | |
| Describe the instruction and strategies that will be used to ensure student learning of the Learning Goal. | | Students will complete a pre-assessment to determine baseline proficiency  Students will be able to effectively use the database being studied by being able to do the following:   * Searching strategies (keyword, advanced search— choose full text, Boolean searching) * Locating additional sources (Related information, Find Similar Results, Subjects, linked words in text) * Features (Email to yourself, citations, Share, translate, dictionary) * Find evidence to support your claim   Students will be able to effectively transfer these skills to using other databases.  As a teacher librarian collaborating and planning with a classroom teacher, we will use direct instruction, modeling, pair-share, and a graphic organizer in instruction. The teachers and students will both use technology during the class. | | | | | |
| Describe how the instruction will be scaffolded to meet the needs of both struggling and advanced students. | | The teacher librarian and collaborating teacher will adjust instruction and level of scaffolding based on the results of the pre-assessment.  The teacher librarian will teach concepts using “chunking” so that students learn one or two skills at a time and then practice them with opportunity for feedback between chunking sessions. This ensures that students who are struggling get both practice and feedback.  Students who master skills quickly will be given the choice of an additional, relevant database to use the same techniques and strategies with. | | | | | |
| **Assessments and Scoring:** Assessments need to be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO and the application of knowledge and skills. The assessment must be accompanied by rubrics with clear criteria that describe what students have learned ***(attach the Pre-Assessment and Summative Assessment measures along with the scoring rubric to be used)***. | | | | | | | |
| Describe the assessments (such as performance tasks and their corresponding rubrics) that will measure students’ understanding of the essential outcomes of this course. Both knowledge/skills and application assessments are required. | | * Baseline Data: The pre-assessment will determine students’ prior knowledge and current skill level when working with databases. * Teachers will monitor progress through the completion of the graphic organizer. * The post-assessment is the same instrument as the pre-assessment and, through comparison, will be used to assess student growth. | | | | | |
| Explain how student performance is defined and scored using the assessments. Include the specific scoring rubric to be used. | | * Students will be able to locate evidence to support claims and counterclaims by using the database being studied. | | | | | |
| Detail how often data will be collected to monitor student progress toward the Learning Goal. | | Data will be gathered previous to the lesson being taught using a pre-assessment.  The same data will be gathered following instruction using the same instrument.  An additional graphic organizer will be used to monitor student growth. | | | | | |
| **Targets: Targets** are used to effectively define levels of proficiency toward the Learning Goal. | | | | | | | |
| **Specification of Targets:**  Define the targets for each proficiency level that are anticipated by the end of the instructional period (course) for all students. | | | | | | | |
| Given the Learning Goal and the corresponding assessment rubric, **define** the targets anticipated at the end of the instructional period (course) for each corresponding proficiency level. | | **Level** | | **Target Definitions** | | | |
| **1** Below Proficient | | **Student scores 69% 0r below on the post-assessment** | | | |
| **2** Minimally Proficient | | **Student scores at least 70% on the post-assessment** | | | |
| **3** Proficient | | **Student scores at least 80% on the post-assessment** | | | |
| **4** Highly Proficient | | **Student scores 90% or better on post-assessment** | | | |
| **Starting Levels (Beginning of Course):** Based on pre-assessment results, identify the level of performance for all students in this class as well as for different subgroups as appropriate. | | | | | | | |
| Use the pre-assessment results along with information about past performance (e.g., grades, test scores, etc.) of students in the identified course to categorize the starting levels of students prior to instruction and learning. | | **Level** | | **Starting Level %** | | | |
| **1** Below Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **2** Minimally Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **3** Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **4** Highly Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **Expected Targets (End of Course):** Identify the expected outcomes by the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate. | | | | | | | |
| Using students’ starting points, identify the percentage of students **expected** at each proficiency level based on their pre-assessment performance(s). Ideally, ALL students should progress at least one level. | | **Level** | | **Expected %** | | | |
| **1** Below Proficient | | **0%** | | | |
| **2** Minimally Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **3** Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **4** Highly Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **1 – Current Projected Targets:** Following Formative Assessment 1, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate. | | | | | | | |
| Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups. | | **Level** | | **1 – Current Projected %** | | | |
| **1** Below Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **2** Minimally Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **3** Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **4** Highly Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by the end of the course: | | | | | | | |
| **2 – Current Projected Targets:** Following Formative Assessment 2, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate. | | | | | | | |
| Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups. | | **Level** | | **2 – Current Projected %** | | | |
| **1** Below Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **2** Minimally Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **3** Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **4** Highly Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by the end of the course: | | | | | | | |
| **3 – Current Projected Targets:** Following Formative Assessment 3, identify the current projected outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate. | | | | | | | |
| Using formative assessments, record the percentage of students who are **currently projected** to achieve the established targets. Be sure to include any appropriate subgroups. | | **Level** | | **Current %** | | | |
| **1** Below Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **2** Minimally Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **3** Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| **4** Highly Proficient | | Class 1 – A | | Class 1 – B | |
| Class 2 – A | | Class 2 – B | |
| Class 3 – A | | Class 3 – B | |
| Class 4 – A | | Class 4 – B | |
| Class 5 – A | | Class 5 – B | |
| Class 6 – A | | Class 6 – B | |
| Class 7 – A | | Class 7 – B | |
| Class 8 – A | | Class 8 – B | |
| Compare current projected levels with Expected Targets (End of Course). For students who are not performing as expected to meet the targets, detail the changes in scaffolding or instruction that will take place to ensure that those students will meet or exceed their expected targets by the end of the course: | | | | | | | |
| **Actual Targets:** Identify the actual outcomes at the end of the instructional period (course) for all students in this class as well as for different subgroups as appropriate ***(attach the Pre-Assessment. Formative Assessments, and End-of-Course Assessment results to this report)***. | | | | | | | |
| Record the **actual** percentage of students who achieved the targets at the end of the course. Be sure to include any appropriate subgroups. | | **Level** | | **Actual %** | | | |
| **1** Below Proficient | | **Class 1 – A** | | **Class 1 – B** | |
| **Class 2 – A** | | **Class 2 – B** | |
| **Class 3 – A** | | **Class 3 – B** | |
| **Class 4 – A** | | **Class 4 – B** | |
| **Class 5 – A** | | **Class 5 – B** | |
| **Class 6 – A** | | **Class 6 – B** | |
| **Class 7 – A** | | **Class 7 – B** | |
| **Class 8 – A** | | **Class 8 – B** | |
| **2** Minimally Proficient | | **Class 1 – A** | | **Class 1 – B** | |
| **Class 2 – A** | | **Class 2 – B** | |
| **Class 3 – A** | | **Class 3 – B** | |
| **Class 4 – A** | | **Class 4 – B** | |
| **Class 5 – A** | | **Class 5 – B** | |
| **Class 6 – A** | | **Class 6 – B** | |
| **Class 7 – A** | | **Class 7 – B** | |
| **Class 8 – A** | | **Class 8 – B** | |
| **3** Proficient | | **Class 1 – A** | | **Class 1 – B** | |
| **Class 2 – A** | | **Class 2 – B** | |
| **Class 3 – A** | | **Class 3 – B** | |
| **Class 4 – A** | | **Class 4 – B** | |
| **Class 5 – A** | | **Class 5 – B** | |
| **Class 6 – A** | | **Class 6 – B** | |
| **Class 7 – A** | | **Class 7 – B** | |
| **Class 8 – A** | | **Class 8 – B** | |
| **4** Highly Proficient | | **Class 1 – A** | | **Class 1 – B** | |
| **Class 2 – A** | | **Class 2 – B** | |
| **Class 3 – A** | | **Class 3 – B** | |
| **Class 4 – A** | | **Class 4 – B** | |
| **Class 5 – A** | | **Class 5 – B** | |
| **Class 6 – A** | | **Class 6 – B** | |
| **Class 7 – A** | | **Class 7 – B** | |
| **Class 8 – A** | | **Class 8 – B** | |
| Educator Comments: | | | | | | | |
| **Teacher Ratings:** Based on the results of the Learning Goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below. | | | | | | | |
| 🗆 **Does Not Meet**  Based on the students’ starting points, students performed worse than expected. | 🗆 **Partially Meets**  Based on the students’ starting points, students partially performed as expected. | | | | 🗆 **Meets**  Based on the students’ starting points, students performed as expected. | | 🗆 **Exceeds**  Based on the students’ starting points, students performed better than expected. |
| Administrator Comments: | | | | | | | |
| Date: | | | Curriculum Specialist Signature | | | | |
| Date: | | | Educator Signature *(signature does not necessarily indicate agreement with the rating)* | | | | |
| Date: | | | Administrator Signature | | | | |

